Reproductive Health and Disease Prevention Curriculum

2023- 2024

Broward County Public Schools

Fourth Grade

Creating Healthy Habits

TEACHER'S NOTE/PREPARATION: Problem-solving cards for this lesson are in a separate file. They are not at the end of this lesson. If you choose to use the cards, you will need to print/download them.

TARGET GRADE: Fourth Grade, Lesson 1

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.4.PHC.1.1 –** Identify examples of mental and physical health.
- **HE.4.PHC.2.2** – Describe ways a safe, healthy school environment can influence personal health.
- **HE.4.PHC.3.1**- Examine when assistance is needed to make health-related decisions.
- **HE.4.PHC.3.3 –** Predict the personal short-term impact of each option on self and others.
- **HE.4.CEH.1.1 –** Investigate how healthy and unhealthy behaviors impact the community.

LEARNING OBJECTIVE:

1. Students will identify why daily cleanliness is important for health.
2. Students will identify basic daily cleanliness habits and routines.
3. Students will identify the consequences of not maintaining healthy habits.
4. Students will utilize the problem-solving steps.

LESSON MATERIALS:

- Paper
- Markers or Crayons
- Problem Solving Cards and Poster

LESSON STEPS:

Vocabulary
Cleanliness – keeping your body free from dirt and germs
Grooming – activities we do to help our body and clothes stay neat and clean
Daily – every day of the week
Communicable Disease- Illnesses that spread from one person to another.

GROUND RULES:

Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*

- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Ask the following questions –

1. Why do we brush our teeth? (To ensure our mouth is clean.) What can happen if we do not brush our teeth? How would you feel sitting next to someone who did not brush their teeth?
2. Why is it important to stay neat and clean? (We want to look our best, feel good, and avoid germs.) What are the consequences of not staying clean?
3. What is a communicable disease? (Illnesses that spread from one person to another)
4. How can we protect ourselves from some communicable diseases? (Possible answers, coughing into our sleeve, using a tissue, not shaking hands or touching someone if we have coughed or sneezed in our hand, washing hands)

Step 3: Explain to students - It is important to know what to use to stay neat and clean, how to do it, and when to do it. Ask: Do you know how to stay neat and clean?

Step 4: Using the Chart below to guide the discussion, you may use "Ask and Response" techniques to get the children to tell the class the important things to do (How) for each activity and the frequency (When) they should be done.

Healthy Habits Chart

What	How	When
General <u>Cleansing</u> Hands, face, and body	Use soap, warm water, and a washcloth to clean away all the dirt and germs. Washing the entire body including behind ears and under arms. Use a clean bath towel to dry completely. Do not share towels. Washing means **always** using soap, not just water.	Hands and face: before meals, after playing, using the restroom, and whenever necessary. Body: bath or shower at least once a day.
<u>Oral Care</u> Brushing teeth	Using only a pea-sized drop of toothpaste, brush your teeth with short, gentle strokes, paying special attention to the gumline and hard-to-reach back teeth. Proper brushing should take a full TWO MINUTES.	BRUSH AT LEAST two times each day – in the morning after breakfast, and before going to bed. You should also brush after eating any sticky or sugary foods. For fresher breath, brush your TONGUE, too!
Flossing Teeth	Holding floss tightly between the thumb and index finger, slide floss up and down teeth, using clean sections of floss as you go from tooth to tooth.	Floss at least once daily. (Do this BEFORE brushing.)

- Ask: How often should you get a new toothbrush? (Every three months, or whenever it begins to show wear, and it's IMPORTANT to replace your toothbrush after you've had a cold, a sore throat or the flu, since bristles may collect germs that can lead to reinfection.)
- Ask: What should you do when you sneeze and/or cough? (Cover your nose and mouth by sneezing into the inside of your elbow. This keeps your hands germ-free.) Why is it important to cover your sneeze and cough?
- Ask: What should you do with dirty Kleenex (facial tissues)? (Throw them into a trash receptacle. NEVER leave used tissues lying around for somebody ELSE to pick up.)

Step 5: Problem Solving

1. Engage students in conversation and discussion- Say to students. Everyone has problems, but the first step to solving a problem is to say the problem and the next is to identify whose problem it is to solve. We can first say the problem by looking at a situation and identifying what is wrong. Once you know the problem you can ask whose problem is it to solve.

2. Tell students the steps to solving a problem: Say the problem. Think of solutions. Explore the solutions. Pick a solution. Step up and try the solution. (You may use the problem-solving cards.)

3. Tell students you want them to think about some situations, then tell you what they think would be the best thing to do in each situation. They must say the problem and ask whose problem it is. Ask for student volunteers to move through the steps to solving the problems identified.

   - Ask: You go to a sleepover and forget your toothbrush. What is the Problem? Whose problem is it? Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: Remind students - You should NEVER share your toothbrush with anyone else! Sharing a toothbrush could lead to the spread of germs.*

   - Ask: Your hands are dirty and you need to wash them. You go to the bathroom and there is no soap or water. What is the Problem? Whose problem is it? Ask for student volunteers to move through the steps to solving the problem.

   - Ask: You have a runny nose and need a tissue, your friend gives you one that has already been used to wipe their nose. What is the problem? Whose problem is it? Ask for student volunteers to move through the steps to solving the problem.

   - Ask: It is picture day at school and you don't have a brush, comb, or other personal hair item. What is the problem? Whose problem is it? Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: Remind students - It is important not to share personal care items with other people. Head lice or other communicable diseases can easily be spread from person to person, particularly in group settings.*

   - Ask: You are visiting a friend for dinner. Your friend is thirsty, but there is no more water in their cup. Your friend asks if they can drink from your cup of water. Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: Remind students - It is important not to use cups, utensils, or other personal care items (such as washcloths, towels, underwear, etc.) with other people. Sharing personal items with others can transmit communicable diseases.*

   - Ask: You are at a pool party. You realize you have left your bathing suit at home. Ask for student volunteers to move through the steps to solving the problem.

   - Ask: You are visiting a relative. A family friend walks in and announces they have a bad cold. They see you, excitedly call your name, and walk over to give you a hug and kiss. Ask for student volunteers to move through the steps to solving the problem.

- Ask: You need to call your ride to pick you up from school. You have less than 5% battery left on your phone. Your sick friend walks over and asks to use your phone. Ask for student volunteers to move through the steps to solving the problem.

Step 6: Distribute paper and crayons/markers to students. Ask students to draw pictures of EVERYTHING they can think of that would happen if they never brushed their teeth and/or washed their body.

QUESTION BOX: *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.
Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Feeling Safe

TARGET GRADE: Grade 4, Lesson 2

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.4.PHC.4.1 – Select appropriate responses to unwanted, unsafe, and threatening situations.

LEARNING OBJECTIVE:

1. Define the terms "consent," "bodily autonomy," and "personal boundary."
2. Explain the four steps of the SAFE model.
3. Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable.

LESSON MATERIALS:

- Whiteboard or chart paper and markers
- Strips of scrap paper
- Question box

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***

- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.
Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Explain that today you are going to talk about our personal boundaries, and what to do if someone doesn't respect our boundaries. Say: "In previous grades, you've learned about consent, bodily autonomy, and personal boundaries. Today's lesson is going to be an important review. Let's start with that word, 'boundary.' Can someone tell me what it means to them?" Solicit responses, probing for something that gets close to "a limit on something." Explain that these limits – boundaries can be physical, and they can be personal. Say, "A physical boundary here at school might be the teachers' lounge. Who's allowed to go in there? [Teachers] Who is not allowed to go in there? [Students] So that boundary applies to all students. Our personal boundaries can be different from person to person. For example, one student might love hugs, but another student might not at all. If a person says they're okay with being hugged, they've given their consent. 'Consent' means saying you want to do something. Consent means you give someone permission. What's most important to remember is that each person has the right to say how they do and don't want to be touched – and other people need to respect that boundary. That's called 'bodily autonomy.' Similarly, if someone does not give their consent to be touched, you need to respect their boundary."

NOTE TO THE TEACHER: If you have used "welcome charts," where students get to select how they wish to be greeted when they enter your classroom (e.g., a fist bump, hug, wave, or something else), this would be a good place to refer to that as an example of how you show respect for the personal boundaries they set.

Ask, "Is it easy to tell someone when they are touching you in a way that you don't like?" Some students will say yes, and some will say no. Ask for examples of when it's easy to tell someone to stop (e.g., when it's a good friend, when it really hurts) and when it's not easy (e.g., when it is annoying but you don't want to make a big deal out of it, when it's an adult family member).

Say, "Regardless of how hard it might be to speak up, we need to be able to. If not, we won't feel safe at school, at home or with our friends. And we all have a right to feel safe."

Step 3: Write the word "SAFE" in large capital letters in a vertical line on the board. Say, "Thinking about the word SAFE is how we can remember how to respond to people who are touching us in a way that we don't want to be touched."

Distribute the blank "SAFE" worksheets. Explain to the class that you are going to give them specific steps they can take to help them stand up for themselves when they feel someone isn't listening to or respecting their boundaries. Once the sheets have been distributed, ask the students to follow along and fill in the words as you go through them on the board.

Next to the "S" in "SAFE" on the board, write the word "STOP!" As you are writing say, "The S in 'SAFE' stands for 'stop.' The first thing we need to do is tell the person we don't like what they're doing. If we don't, they might actually think we like it! What's important, though, is to be clear. If I say 'stop,' but I say it quietly and with a smile on my face [do this to model it for the students] am I communicating clearly that I want it to stop? No. What I need to do is look serious and say directly, 'stop it.' [Model this for the students] You can use whatever 'stop' language feels right to you. What else could someone say?" Probe for: "I don't like that," "Cut it out," "No!" "Don't do that!", etc. Make sure the students have completed the word "stop" on their worksheets. I also find that having kids practicing yelling the word stop helps. Demonstrating it out loud and also picking students to come up and model how they would tell someone firmly to stop (even screaming it). We should also tell them that it is okay to yell at or to be stern with adults in that situation.

Next to the "A" write the words "Get AWAY," with "away" in all capitals, and have them do the same. As you are writing, say, "The 'a' is about getting away from the person who isn't respecting our boundaries. If, say, you are sitting with friends and one pinches you, what should you NOT do?" [pinch the person back] "Instead, you want to say 'stop that' and move away from that person, which moves us to the next letter in SAFE…"

Next to the "F" on the board, write, "FIND AN ADULT." As you write, say, "The 'f' stands for 'find an adult.' Sometimes, other kids, or even adults, won't listen when we say 'stop.' Or, they'll stop in that moment and then do it again. So if you've said STOP, and you've gotten AWAY from the person – it may be time to FIND AN ADULT to help you so it doesn't happen again." Ask, "Who are some adults you can go to for help when someone isn't respecting your boundaries?" Probe for: parents/caregivers, other family members (grandparent, aunt, uncle, etc.), teachers or other adults working at school, friends' parents/caregivers, etc. Ask, "But what happens if the person who's not respecting your boundaries is an adult?" If the students don't say it, say, "Find another adult. You have the right to feel SAFE in your body – so if an adult is not respecting your boundary, you go right to another in your trusted triangle adult and tell that person. You should keep telling until you are heard and helped."

Turn back to the board, and next to the "E" write the word "EXPLAIN," saying, "Once you've found that adult you trust, EXPLAIN clearly to that person what happened and what you said or did in response." Be sure the students have written the word "explain" on their sheets.

Step 4: Explain that you are now going to practice using this SAFE model in real-life situations. Read the following scenario aloud:

"Coen is a poker. He loves to poke people. He thinks it's funny. When he first gets to school, he goes right up to individual kids and gives them a single poke right in the belly button, and yells, 'poke!' Some of the kids think it's funny. Some think it's annoying but try to ignore him. Patrick really doesn't like it. He has a scar from a surgery he had a year before, and whenever he's touched in that area, it can feel unpleasant, or even hurt."

Say, "So, clearly Patrick doesn't want Coen to do this anymore. Let's use the SAFE model together and see what he can do to make it stop."

Go through the model one letter at a time. With every step, probe with the students how Patrick should do each. For example, "How should Patrick say 'stop?'" and "If it's first thing in the morning at school, how can he move away from Coen?" and so on.

Once completed, say, "Great! Now you're going to practice this on your own."

Step 5: Divide the class into pairs. Once they are in their pairs, say, "I want you to talk with your partner about a time that someone touched you without your consent. Discuss how you responded to the situation. Would you have responded differently if you used the SAFE model? Practice, with your partner, how you would respond using the SAFE model."

Step 6: Close by reminding students that their bodies are theirs, and that no one has the right to touch them in ways that make them feel uncomfortable. Encourage them to remember the SAFE model and remind them that they can always go to an adult for help.

Step 7: End the class by giving each student several slips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell their students NOT to write their name on the slip unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each slip of paper, but it is OK for students to use as many slips as they like. (Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum.)

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ASSESSMENT: Step 2 is designed to achieve learning objective 1. Step 3 is designed to achieve learning objective 2. Steps 4 – 7 are designed to achieve learning objective 3.

OPTIONAL HOMEWORK: Have students write on a piece of paper the sentence stem, "If I needed to ask an adult for help, I'd ask…" Have them complete that statement with a minimum of 2 sentences saying who they would go to and why.

Feeling Safe

TARGET GRADE: Grade 4, Lesson 3

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.4.PHC.4.1 – Select appropriate responses to unwanted, unsafe, and threatening situations.

LEARNING OBJECTIVE:

1. Differentiate between the terms “upstander” and “bystander.”
2. Describe the four steps involved in being an upstander when bullying is happening.
3. Demonstrate effective ways of intervening when someone else is being bullied by creating and acting out a skit that integrates the four upstander steps.
4. Demonstrate an understanding of how being an upstander can inspire others to stand up against bullying.

LESSON MATERIALS:

- Computer and LCD projector
- External speakers, if possible so students can hear the video
- Handout: Our Upstander Story – one per every four students in the class, plus some additional copies if students feel they need to start over (Note: there are two versions of this handout for variety; each group should only receive one.)
- Homework: Making a Difference to Stop Bullying – one per student
- Notebook paper and pencils/pens
- Whiteboard or chart paper and markers
- Strips of scrap paper
- Question box

LESSON STEPS:

GROUND RULES

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- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.
Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Explain that you know that the students have learned about bullying over the course of their time in elementary school, both at school and out in the world. Tell them that today you are going to quickly review the different types of bullying and then focus on what they can do if they see someone else being bullied.

First, show the following video on bullying: https://www.youtube.com/watch?v=KQZ9hDDz704.

Once the video is done, ask if anyone has any questions. Next, show the following video on Upstanding: https://www.youtube.com/watch?v=eeqQCyQOCPg.

Step 3: Once the video is done, say, "Okay, so Zed talked about something called an 'upstander.' Can someone remind me of what he said, and how that's different from being a 'bystander'?" Probe for the idea that they are both what they sound like – that a bystander sits or stands by while something else is going on and doesn't do anything about it. An upstander, however, will see something going on that's wrong and figure out a way to stand up for what's right – without putting themselves in harm's way or getting into trouble.

Say, "Zed also shared four things you can do if you see someone being bullied. Can someone remind me of what those were?" Probe for:

- Be a buddy

- Interrupt the bully
- Speak out
- Tell someone

As the students share these four messages, write them on the chalk or wipe-off board. Explain that people can do some or all of these to help someone who's being bullied – but that even doing just one makes someone an upstander.

Say, "What we just saw was a cartoon – but we want to take what they were talking about and apply it to real life."

Step 4: Tell the students they are now going to come up with their own scenes that put those four things into practice. Divide the class into groups of 4. Once they are in their groups, distribute one of the two worksheets, titled, "Our Upstander Story." Ask them to decide who will be the recorder for their group. Have that person write all of the group members' names at the top of the sheet. Next, ask them to think of a scene they could create where someone is being bullied – and where an upstander makes a difference. They are then to create an actual scene that their groups will act out in front of the class to show upstander behavior. Be sure to tell them that there may not be time for every group to act out their scene.

Give them the following guidelines for the activity:

- They must use at least two of the four upstander steps listed on the board.
- They cannot come up with a scene in which the upstander(s) bully the bully, or get physical in any way.

Tell them you are going to give them about 12 minutes in which to create their scene by completing the worksheet as a group. Emphasize that you are expecting them to take working on this activity seriously. As they start working, walk around the room to give guidance or pass out additional sheets of paper if any groups make mistakes or wish to start over. After 12 minutes, the teacher may pick a group(s) to share their skit with the whole class.

Note to the Teacher: As you are walking around to check in, be sure to eavesdrop on the scenarios they are creating to ensure students do not use inappropriate language or create scenarios that are offensive or attempt to be funny or silly.

Step 5: Call time and ask for groups to volunteer acting out their scenes. Remind the students that there may not be sufficient time to go through all of the scenes. After each, ask the class which of the four steps to being an upstander to bullying they noticed.

Note to the Teacher: In some cases, some inappropriate language or humor you did not catch during their work time may come up. This could include profanity, such as the students calling the bully certain names. If this were to happen, interrupt the scene, ask the students in that group to sit down, and either "take over" the scenario – meaning, continue to discuss the example with the larger class – or simply move on to the next group. You can then address the inappropriate behavior with those students after class.

Step 6: Once all the groups have gone, or once there are 5 minutes remaining in class, ask: "What did all of the skits have in common?" The answers will be determined by what the students

create; probe for, however, the concept that when there was an upstander in the situation, the bullying stopped.

Say, “Speaking up when you see someone else being treated badly or being hurt takes courage. It can be scary – but it’s really important. Sometimes, all you need to do is have the courage to run and get an adult who can come and make the situation stop. If no one’s nearby, however, now you have some other options for making this kind of behavior stop.”

Collect the worksheets with the scenes written on them. Distribute the homework sheets and ask them to complete them for the next class session.

QUESTION BOX: *Give each student several strips of scrap paper.*
Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.
Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

ASSESSMENT: The discussion following the video, as well as the creation of the skits, will help the teacher determine whether the students understand the differences between being an upstander and a bystander. The skit creation will enable the teacher to determine whether students understood the four bystander steps based on how they apply them to their scenes, which will be handed in at the end of class. The homework assignment will provide individual feedback on whether the last learning objective was met.

HOMEWORK: Distribute the worksheet: “Making A Difference to Stop Bullying” and ask them to hand it in during your next class.

Group Activity Scenario #1

Instructions: Read the scene below about bullying. Fill in the blanks provided to create a scene in which people become upstanders. Please write clearly, as you will be handing these in when you are done.

Scene: Calvin is a 5th grader who is bigger than the other 5th graders. Whenever he's around teachers, he's very nice and respectful – but the minute adults aren't looking, he trips kids in the hallway and steals their lunches. He has three close friends who tell the kids that if they say anything, it'll get ten times worse for them. Kids are fed up, but they're scared about what will happen if they try to do anything about it.

Questions:

1. What is the name of the upstander in your scene?

2. What is the name of the student who's being bullied in your scene?

3. How does Calvin bully that student?

4. What does the upstander do in your scene to make the bullying stop?

5. What two upstander skills does your upstander use to try to stop the bully?

Group Activity Scenario #2

Instructions: Read the scene below about bullying. Fill in the blanks provided to create a scene in which people become upstanders. Please write clearly, as you will be handing these in when you are done.

Scene: Jenny, a 5th grader, is considered the most popular student at school. Everyone wants to be her friend. She doesn't like to focus on school work, and makes fun of anyone who actually likes and does well at school. For the past few months, she has focused on one student, who is very smart, but awkward. When that student gets a good grade, Jenny grabs the assignment after class, crumples it up, and throws it away. When the teacher's back is turned, Jenny throws something at the student or says something mean to them. Most of the other students in the class think this is funny and laughs along with her – but not everyone.

Questions:

1. What is the name of the upstander in your scene?

2. What is the name of the student who's being bullied in your scene?

3. How does Calvin bully that student?

4. What does the upstander do in your scene to make the bullying stop?

5. What two upstander skills does your upstander use to try to stop the bully?

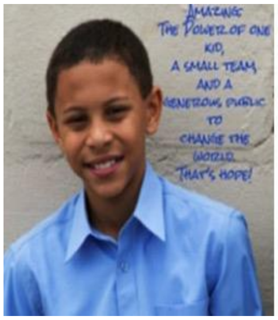
Outstanding Young People Making a Difference to Stop Bullying – Homework

Name: ___________________________________

Directions: A lot of times, kids experience, or witness bullying and don't feel like they can do anything to make a difference. Read the examples below of how young people who have experienced or witnessed bullying, and used what they went through to work to reduce bullying toward other kids. Once you've read the descriptions, please answer the questions that follow.

Vanessa VanDyke

At 13, Vanessa was teased by other kids because she wore her curly hair natural, without any products or treatment. She was told that her hair was a "distraction" and that she needed to style it differently. This made Vanessa feel awful about herself – so she and her family stood up on behalf of people who are made fun of just because of how they wear their hair by creating a line of natural hair care products for girls with naturally coily, curly, wavy, and kinky textured hair. They call it Vanessa's Essence Hair Care, and their mission is to make sure that no one is made to feel badly about how their hair looks just because it may be different from others'.



When Jaylen was 8, he was teased at school because he had motor and vocal tics associated with Tourette's Syndrome. That's a condition that causes people to make unwanted twitches, movements, or sounds. Instead of being discouraged by it, he stepped up and became a leader, starting a campaign called "Jaylen's Challenge" to stop school bullying. He accepts donations and sells anti-bullying wristbands that fund educational programs that help schools address bullying and teach students about accepting and celebrating differences. Celebrities who have worn Jaylen's bracelets include Leonardo DiCaprio, Anthony Anderson and Sam Waterston. (http://www.jaylenschallenge.org)

As a middle schooler, Brigitte was taller than a lot of the other kids, and describes herself as a "geek" who was really into science. Because of these things, she was teased and bullied -- and witnessed others being bullied as well. She decided to do something about it. She wrote a book called "Dorie Witt's Guide to Surviving Bullying," which also has a website: http://www.doriewitt.com. When she was in high school, this "geek" became the youngest person ever to become involved in a NASA mission, and now gives talks at different schools about making bullying stop.

Questions:

1. All three of these students were harassed or bullied in some way. Their inspiration to make changes came from their experiences. How can students who are NOT being bullied stand up for those who are?
2. Vanessa created a hair care line; Jaylen sold money to support educational programs; Brigitte wrote a book. If you wanted to make a difference in bullying outside of your school, what would you do?

Making Sense of Puberty

TEACHER NOTES/ADVANCED PREPARATION: If you don't have a whiteboard at the front of the room, take three sheets of newsprint paper. On the top of the first write, "Physical," on the top of the second write, "Social" and "Emotional." Post these at the front of the room with another blank sheet over each to hide what is written there. Have approximately 30 one-inch pieces of masking tape pre-torn and partially stuck to the board or a desk at the front of the room to save time during the "Changes of Puberty" activity.

Print the changes of puberty cards (included between the lesson plan and homework)

TARGET GRADE: Grade 4, Lesson 4

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.4.PHC.1.3 – Identify the human body parts and organs that work together to form healthy body systems.
- HE.4.PHC.1.4 – Identify the relationship between healthy behaviors and personal health.
- HE.4.PHC.3.1 – Examine when assistance is needed when making a health-related decision.

LEARNING OBJECTIVE:

1. Describe at least three changes that take place during puberty.
2. Differentiate between what could be considered physical, and what are social and emotional changes of puberty.
3. Create a plan for maintaining personal hygiene during puberty.

LESSON MATERIALS:

- Paper
- Tape
- Homework worksheets
- Strips of scrap paper
- Question box

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*

- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.
Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Tell the class that you are going to be talking about puberty today. Say, "Puberty is something everyone goes through starting at around your age and over their teen years. It has to do with all the ways our bodies change to prepare us for becoming adults. This includes how we change emotionally – and socially – as well as physically."

Reveal the three flipchart sheets and say, "Most people know something about the physical changes of puberty – what our bodies go through. But there are also emotional changes – ways in which we change that have to do with our feelings. And there are also social changes – ways in which we change based on the people we spend the most time with. We are going to do an activity now that looks at these changes."

Divide the group into pairs. Once they are in their pairs, say, "I am going to give each pair two sheets of paper. On each sheet of paper you will see one of the changes of puberty. Please decide whether each one is a physical change, or an emotional or social change of puberty. Once you have decided, bring your sheets up to the front of the room, take a piece of tape, and stick it on the sheet you've decided they go on."

Answer any questions, and then distribute two slips from Changes of Puberty to each pair. Tell them they have 5 minutes in which to decide and bring their sheets up to the front of the room and place them on the correct list.

NOTE TO THE TEACHER: If you have a larger class, you may wish to break the students into groups of 3 as needed. As you distribute the sheets, try to mix them up, when you can, so that the pairs/groups receive sheets that go on different lists.

Step 3: Ask for student volunteers to take turns reading each sheet aloud. Once all the sheets have been read, ask the students whether they think they are all in the correct column, or whether any need to be moved. Move as needed. Then ask students whether they have questions about what any of the changes mean. There are teacher notes in the back of the lesson plan that can assist the teacher in answering any questions that may arise.

NOTE TO THE TEACHER: As you go through the information with the students, emphasize whenever possible that the changes you are discussing are all normal, but some people go through them sooner than others and this is also normal.

Step 4: Say something like, "Most of the changes we go through during puberty are physical. So, it can be a really good idea to figure out how you can manage these changes. I'm going to come around with a worksheet where you get to decide what you're going to do." Distribute the worksheet and answer any questions students have about the task. Tell students they will have about 5 – 7 minutes to complete it. Also let them know they will be sharing their responses with at least one other student in the room, and so they should write down something they are comfortable with another person reading or hearing.

Step 5: Once 5 – 7 minutes have elapsed, or most students seem finished, call attention to the front of the room. Ask students to get back into their pairs. Instruct them to share the answers they wrote down and talk about any ideas the other person came up with that they have questions about.

Step 6: After about 5 minutes, call attention to the front of the room. Tell the class you're going to ask them some questions about their conversations, but that no one should share personal information about their partner with the class – that's up to each person to share if they wish.

Ask: "What was it like to have those conversations with another student? What was [insert student responses] about it?"

"Did you notice you had more ideas in common or were most of your answers different from each other?"

"Would anyone like to share whether they had a tough time coming up with a plan for any of the items?" If any students choose to respond, ask for ideas from the rest of the class.

Step 7: Distribute the answer key with the physical, social, and emotional changes of puberty. Then pass out and explain their homework, telling students that it is due the next class.

QUESTION BOX: Give each student several strips of scrap paper.

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.
Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

ASSESSMENT: Steps 2 and 3 are designed to achieve the first two learning objectives, while steps 4 through 6 and the homework are designed to achieve learning objective 3.

HOMEWORK: Students will create a plan in the same format as the one they did in class for how they will manage social/emotional changes during puberty.

Get taller

Grow breasts

Weight gain

Grow hair under arms, on legs, around genitals

Get acne

Hair texture may change

Hormones are raging

Voice deepens

Spontaneous erections

Menstruation

Wet dreams

Hips widen

Voice cracks

Muscle growth

Sweat starts to smell

May want to try more and riskier things

More interested in being with friends

May have more conflict with parents

Start to become interested in others as more than friends/ finding partners

Peer pressure increases

Mood swings – feel great one minute, and then really sad or angry the next

Anxiety and stress

Intense feelings

Feel self-conscious about how your body looks

Might have hard time making up your mind/feel unsure a lot

Feel “paranoid” – everyone’s looking at or talking about you

Might start thinking, "Who Am I?" – try to define yourself as a person

Changes of Puberty Answer Key

Physical Changes of Puberty

- Get taller
- Grow breasts
- Weight gain
- Grow hair under arms, on legs, around genitals
- Get acne
- Hair texture may change
- Hormones are raging
- Voice deepens
- Spontaneous erections
- Menstruation
- Wet dreams
- Hips widen
- Voice cracks
- Muscle growth
- Sweat starts to smell

Social Changes of Puberty

- May want to try more and riskier things
- More interested in being with friends
- May have more conflict with parents/caregivers
- Start to become interested in others as more than friends/finding a partner
- Peer pressure increases

Emotional Changes of Puberty

- Mood swings – you feel great one minute, and then really sad or angry the next
- Anxiety and stress
- Intense feelings
- Feel self-conscious about how your body looks
- Might have hard time making up your mind/feel unsure a lot
- Feel “paranoid” – everyone’s looking at/talking about you
- Might start thinking, “Who Am I?” – try to define yourself as a person

Changes of Puberty Teacher's Notes

PHYSICAL

Get taller

Everyone goes through puberty at different rates. This is totally normal.

How tall you will be is determined a lot by genes – or whether your biological family members were tall or short or somewhere in between.

Grow breasts

It is normal for one breast to be slightly larger than the other

If you have ovaries and a uterus, you're most likely to develop breasts. If you have a penis and testicles, however, you may temporarily develop breasts during puberty.

This is called "gynecomastia," and it can be very embarrassing and sensitive when it happens. A lot of teasing and bullying can take place, which is completely inappropriate and wrong. Gynecomastia usually goes away by itself.

Weight gain

All young people gain weight during puberty. Sometimes this is due to physical growth; sometimes this is due to an increase in fat on the body. Both are completely normal.

Many young people try to diet to lose weight during this time – and while it's always important to eat healthy food and exercise, a lot of the weight gain during puberty is temporary and evens itself out if you maintain a healthy lifestyle.

Grow hair under arms, on legs, around genitals

For people with darker hair, this hair growth may be more apparent.

Some people choose to shave this hair, whether it's on the face, legs, under the arms or elsewhere. There is no medical reason to shave, it is only about personal preference. If shaving anywhere near your genitals, it's really important to be extra careful.

Get acne

During puberty, your body starts producing more oil. The oil and dirt that gets trapped in the pores can lead to pimples or more widespread acne.

Pimples can appear on the face or other parts of the body, like the back or shoulders. Hair texture may change

Not everyone experiences a change in hair quality during puberty, but many people do.

Previously straight hair will sometimes become curlier or coarser; lighter hair may darken.

Hormones are raging

Hormones are the natural chemicals found in our bodies. We all have them, whether we are kids or adults.

Hormones are responsible for all of the physical changes in puberty (as well as some of the emotional ones). During puberty, they're present at really high levels – but they even out a bit once puberty is done.

Voice deepens

This is more pronounced in boys. But kids of all genders may experience a deepening of their voice during puberty.

Spontaneous erections

When penises stand up by themselves it's called an "erection." This has been happening since infancy and is totally normal. But during puberty and beyond, it can happen more often and can be more noticeable. Also, the erections can last longer.

During puberty, erections can happen out of nowhere, or spontaneously. They don't even have to be thinking about or looking at anything in particular. While this can be embarrassing they also tend to go away on their own after a short period.

Voice cracks

Sometimes, kids' voices will deepen dramatically, going from higher to lower. Other times, there will be a transition between the two where the voice cracks. This can sound funny, but it usually makes the person feel self-conscious. The cracking is temporary, and the voice will be lower at the other end of it!

Menstruation

One of the most dramatic changes a body with ovaries goes through is menstruating or getting a period. This is part of the normal monthly cycle where the body is preparing for a possible pregnancy by building up a lining of blood and tissue in the uterus.

Once a month, one of the ovaries releases an ovum or egg. This is a tiny egg, it's not like a chicken egg! This means the body is preparing for a possible pregnancy. If sperm gets inside the vagina and swims up into the uterus and fallopian tube after the egg is released, that egg and sperm could meet. If that sperm-filled egg then attaches itself to the wall of the uterus, a pregnancy begins. If that doesn't happen, the lining in the uterus is no longer needed, so it and the tiny egg leave the body during menstruation. This lasts about 5 to 7 days. We will talk about this more in another class.

Wet dreams

During puberty, testicles start producing sperm, which as you just heard can cause a pregnancy if it meets an egg in the uterus. Sperm come out of the penis inside a fluid called "semen." It's normal for this semen to come out sometimes while sleeping. This is called a "nocturnal emission" or a "wet dream." This is different from wetting the bed, and is perfectly normal. Wet dreams happen less and less frequently with age.

Hips widen

This can range from subtle to more pronounced. Both are completely normal! Acne

Young people of all genders experience this at some point.

Usually, this is an occasional zit here and there; sometimes it can be more serious. If you get a lot of acne, talk with a parent or caregiver about seeing a dermatologist (skin doctor).

Muscle growth

All bodies and muscles develop during puberty. Everyone is different, and so some people may be more or less muscular.

Sweat starts to smell

Puberty is when we tend to see a big increase in how frequently kids shower or take baths. This is also when a lot of young people start using deodorant.

WHAT'S MY PLAN? CHANGES OF PUBERTY

Student Worksheet

Name: ____

Directions: For each physical change of puberty listed below, write down one or two ways you think you can try managing it. If something doesn't apply to you/your body, write down what you think another person can do. You'll be sharing this with one other student, so be sure you write down things you are okay with another person knowing!

WHEN THIS HAPPENS…	I CAN TRY…
…I GET ACNE	
…MY SWEAT STARTS TO SMELL	
…I GET SPONTANEOUS ERECTIONS IN FRONT OF OTHER PEOPLE	
…I GET MY PERIOD	
…I HAVE A WET DREAM	
…MY HAIR GETS OILY	
…MY ARMS AND LEGS FEEL SORE AS THEY GROW	

WHEN THIS HAPPENS…	I CAN TRY…
…I FEEL INSECURE BECAUSE OTHER KIDS ARE CHANGING BEFORE I AM	
…I HAVE MOOD SWINGS (FEELING HAPPY ONE MINUTE AND REALLY UPSET THE NEXT)	
…I FEEL REALLY ANXIOUS	
…I FEEL LIKE I CAN'T SAY NO WHEN A FRIEND PRESSURES ME TO DO SOMETHING I DON'T WANT TO DO	
…I START TO LIKE SOMEONE AS MORE THAN A FRIEND	
…I LIKE SOMEONE AS MORE THAN A FRIEND, BUT THEY DON'T LIKE ME BACK	

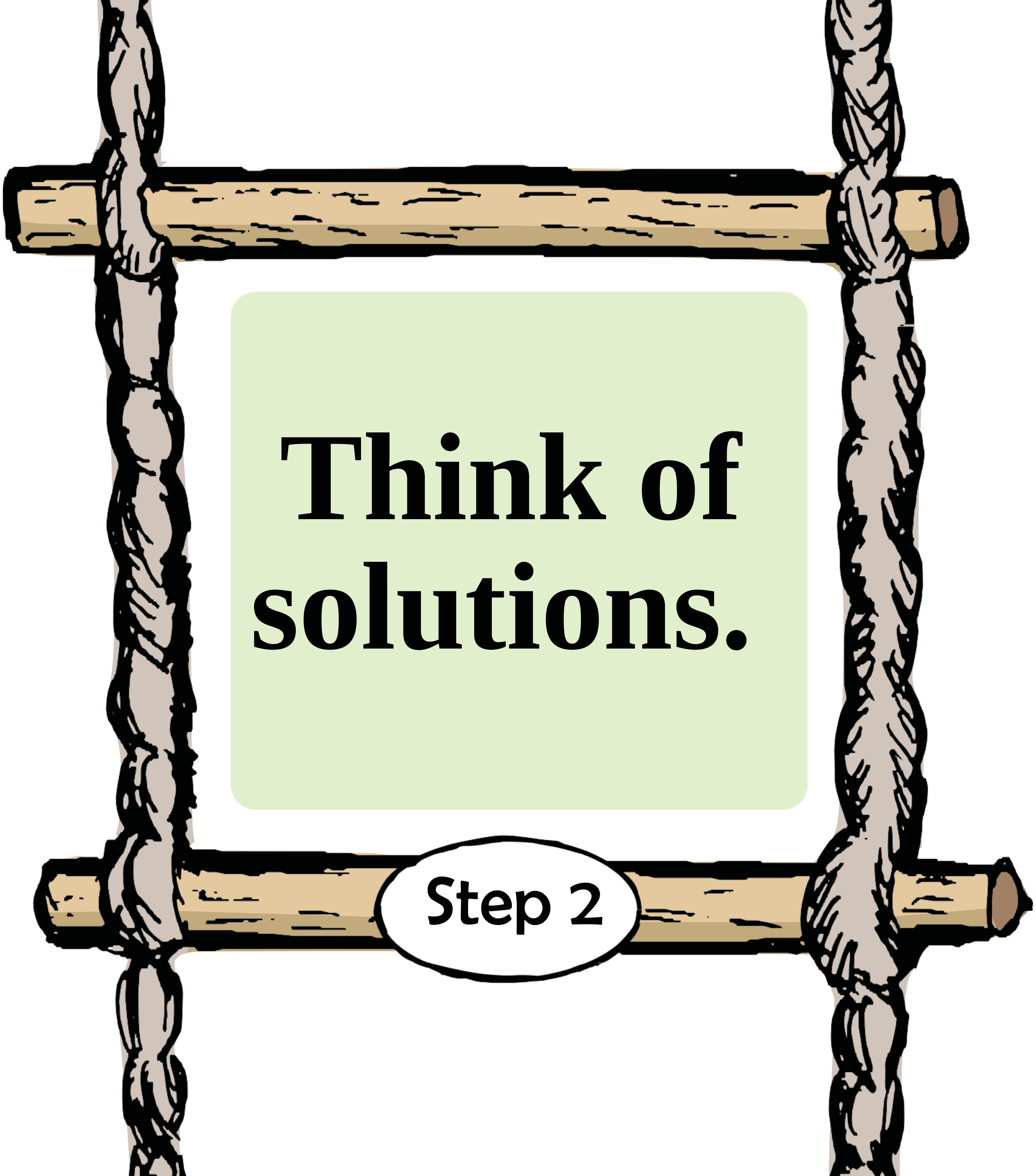
If I have additional questions about puberty, I can ask these adults I trust:

1)

2)

Say the problem.

Step 1


Think of solutions.
Step 2

Explore the solutions.

Step 3

Pick a solution.

Step 4

Step Up!

Try the solution.

STEPS
TO SOLVING
A PROBLEM
TRY THE
SOLUTION
STEP UP!
PICK A SOLUTION
EXPLORE THE SOLUTIONS
THINK OF SOLUTIONS
SAY THE PROBLEM
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PST! Got a Problem?

PAUSE.
Take a deep breath and ask yourself,
What's the problem?

SAY
Say the problem.

THINK
Whose problem is it?

Someone Else's Problem

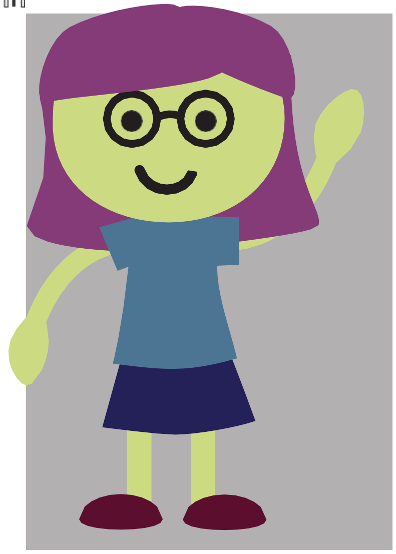
Can you help?

Yes.

Great! Help.

No.

Don't worry about it.



My Problem

Can you solve it?

Yes.

Great! Solve it.

No.

Ask for help.

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